

Teachers' Attitude Towards 'Nishtha' Training Programme

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Abstract

In Indian schools, teachers are the most important asset and source of strength. They have a far bigger effect on students' learning than any other policy or program in education. The purpose of this study is to determine how well-informed and how they feel about the "NISHTHA" in-service teacher training program among government primary school teachers in the Gautam Buddha Nagar district of Uttar Pradesh. After reviewing the literature, a questionnaire survey was chosen as the data collection approach. The t-test, mean, standard deviation, and percentage were the statistical methods employed in this investigation. According to the study, instructors' participation in in-service training programs has improved their effectiveness as teachers. Teachers' attitudes about teacher training programs were found to be favorable. Their accomplishments also demonstrate a noticeable improvement, and the institute directors also believed that in-service training programs improved the teaching-learning environment. Thus, it is imperative that the necessity of in-service training programs be emphasized and implemented in both letter and spirit.

Keywords: Attitude, NISHTHA, In-service teacher training programme, School Teachers

INTRODUCTION

The National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA) is a capacity building programme for "Improving Quality of School Education through Integrated Teacher Training". It was launched by Union Human Resource Development Minister **Shri Ramesh Pokhriyal 'Nishank'** in August 2019.

As per the recommendation of NEP 2020, every teacher and head teacher is expected to participate in at least 50 hours of Continuous Professional Development (CPD) opportunities every year for their own professional development, driven by their own interests. CPD opportunities will, in particular, systematically cover the latest pedagogies regarding foundational literacy and numeracy, formative and adaptive assessment of learning outcomes, competency-based learning, and related pedagogies, such as experiential learning, arts-integrated, sports-integrated, and storytelling-based approaches, etc. In collaboration with States / UTs and autonomous bodies under MoE, MoD and MoTA (CBSE, KVS, NVS, AEES, Sainik School, CICSE, EMRS – NESTS etc.) have initiated the NISHTHA integrated training programme 1.0, 2.0, and 3.0 online for different stages of school education – Teachers, Head Teachers/Principals and other stakeholders in Educational Management and Administration.

- NISHTHA 1.0 for Elementary level (Class I-VIII)
- NISHTHA 2.0 for Secondary level (Class IX-XII)
- NISHTHA 3.0 for NIPUN Bharat (ECCE to Class V)

This integrated programme aims to build the capacities of around 42 lakh participants covering all teachers and heads of schools at the elementary level in all Government schools, faculty members of State Councils of Educational Research and Training (SCERTs), District Institute of Education and Training (DIETs) as well as officials and resource persons from Block Resource Centres (BRCs) and Cluster Resource Centre (CRCs) in all States and Union territories (UTs).

The NISHTHA programme attempts to bring all the stakeholders and target groups of the same platform integrating them and orienting them on all similar content focusing on their specific role and responsibilities.

- 8 National Resource Groups comprising of 15 Experts each will train Key Resource Persons (identified by the State and UT for further teacher training) and State Resource Person already trained by NEIPA (identified by the State and UT for further training of School Heads and other functionaries). These KRPs and SRPs will directly train teachers and School

Heads. Therefore, the master trainer layer has been eliminated. This will help in reducing the high percentage of communication loss that occurs due to many layers.

- After receiving training from NRG, these key Resource Persons will form a group called State Resource Person (SRGs), which will have 6 members (5 KRPs and 1 SRPs) in each group and will immediately start teacher training at the block level. This group will also be responsible for follow up and monitoring of the programme.
- These SRGs will provide 5 day training to the School Heads, Teachers, BRCs, CRCs at the block level. In order to ensure that all teachers in a particular state are covered tentatively within 6 months, one SRG will train a group of 100-150 people at block level (Head Teachers, Head Masters, Teachers, BRCs and CRCs) in one cycle and in the given time schedule, it needs to train 500 – 750 teachers (5 cycles) on an average.

NEED OF THE STUDY

In-service training can also change the attitude and skills of teachers and further increase the performance of students. It also can help to change the procedures, approaches and practices teacher teach, the way student learn and would also help to create an excellent school culture in schools. According to Frederick & Stephen (2010), during the in-service training, teachers will learn schools management skills, evaluation techniques and master wider content areas of their subjects. For this reason, teachers and educational experts should increase their effort in fostering and implementing in-service training in schools so as to improve the effectiveness of development in schools.

The study from the investigators point of view is significant for the reason that we have pinned our faith on education which is regarded as a potent instrument of change and a source of energy that will generate our economy transform the society and meet the aspirations of our people. Presently our teacher education programs give indications of resistance. In the present study the investigator try to find out the awareness and attitude of teachers towards in-service training programme (NISHTHA) for the improvement in quality of teaching at primary level schools of Gautam Buddha Nagar.

OBJECTIVES OF THE STUDY

1. To compare the teachers' attitude toward NISHTHA training programme on the basis of the gender.
2. To compare the teachers' attitude towards NISHTHA training programme on the basis of locality of the school.

HYPOTHESIS OF THE STUDY

1. There is no significant difference between teachers' attitude towards NISHTHA training program on the basis of gender.
2. There is no significant difference between teachers' attitude towards NISHTHA training program on the basis of locality of schools.

DELIMITATIONS OF THE STUDY

1. The study is delimited to government primary teachers of Uttar Pradesh only.
2. The study is delimited to Gautam Buddha Nagar district only.
3. This study is delimited to only one teacher training programme i.e. NISHTHA.
4. This study is delimited to a sample of 160 teachers only.

RESEARCH METHOD OF THE STUDY

In the present study descriptive survey method was adopted by the investigator.

POPULATION OF THE STUDY

In the present research study, population for the study includes the teachers' of government primary schools of Gautam Buddha Nagar district of Uttar Pradesh.

SAMPLING TECHNIQUE AND SAMPLE

In the present study, the sample of 160 teachers of government primary schools of Gautam Buddha Nagar district of Uttar Pradesh was taken.

VARIABLES OF THE STUDY

In the present study Teachers' attitude towards NISHTHA training programme considered as variable.

TOOL USED IN THE PRESENT STUDY

In the present study, Teachers' attitude towards 'NISHTHA' programme, developed by Dr. Vaibhav Sharma and Swati chauhan was used.

ANALYSIS AND INTERPRETATION OF DATA

In this section researcher analysed the null hypotheses using proper statistics-

Null Hypothesis- 1

This hypothesis states that- "There is no significant difference between teachers' attitude towards NISHTHA training program on the basis of gender".

The hypothesis has been tested by using t-test. The results have been given in the table below:

Table No. 1: Significance of Mean Difference of scores obtained on Teachers Attitude towards NISHTHA Programme Scale between male and female teachers

Gender	N	Mean	Standard deviation	Standard error of mean	t-value	Level of significance	Significance of difference
Male	62	113.11	9.46	1.20	0.3840	p<0.05	Not significant
Female	98	112.56	8.45	0.85			

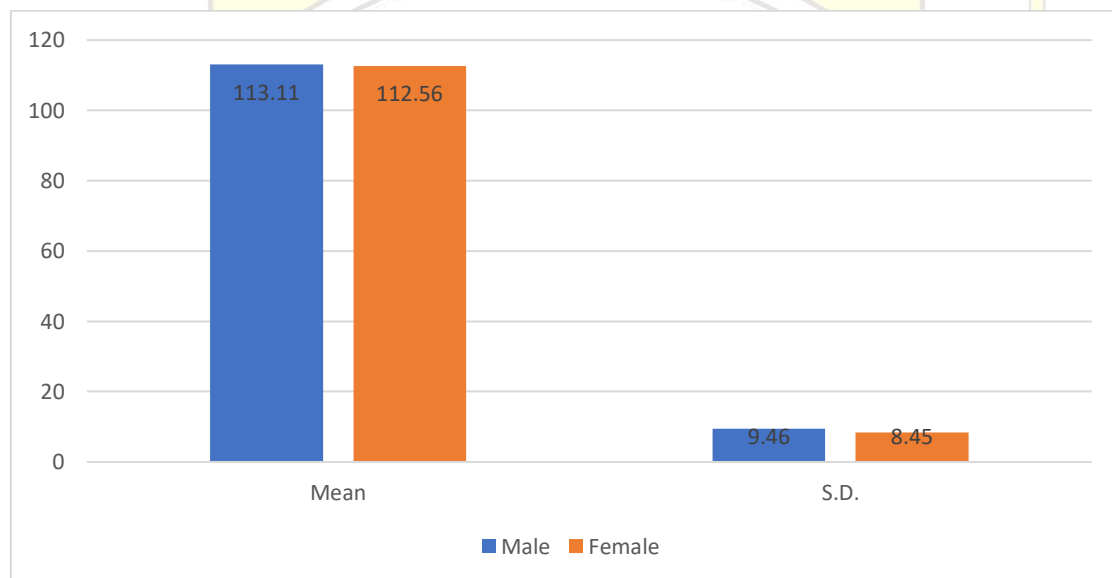


Figure 1: Comparison of Mean and S.D. of teachers' attitude towards NISHTHA training programme on the basis of gender

By conventional criteria, this difference is considered to be not quite statistically significant.

Intermediate values used in calculations:

Calculated t-value = 0.3840 (Insignificant at 0.05 level)

df = 158

Standard error of difference = 1.754

Table value at: 0.05 level of confidence = 1.98

INTERPRETATION

The above result illustrates that the calculated t-value is 0.3840 with 158 degree of freedom, which is not significant at 0.05 level of significance. Therefore the null hypothesis which stated that "There is no significant difference between teachers' attitude towards NISHTHA training programme on the basis of gender" is accepted.

It means that there is no significant difference in the mean scores of teachers' on Teachers' Attitude towards NISHTHA Test. The result also shows that the mean of male teachers' is higher than the mean of female teachers' but this difference is not significant.

Null Hypothesis- 2

This hypothesis states that "There is no significant difference between teachers' attitude towards NISHTHA training program on the basis of locality of schools."

The hypothesis has been tested by using t-test. The results have been given in the table below:

Table No. 2: Significance of Mean Difference of scores obtained on Teachers' Attitude towards NISHTHA Programme Scale between rural and urban teachers

Locality of the school	N	Mean	Standard deviation	Standard error of mean	t-value	Level of significance	Significance of difference
Rural	90	113.48	8.24	0.87	1.1426	p< 0.05	Not significant
Urban	70	111.87	9.52	1.14			

By conventional criteria, this difference is considered to be not quite statistically significant.

Intermediate values used in calculations:

Calculated t-value = 1.1426 (Insignificant at 0.05 level)

df = 158

Standard error of difference = 1.406

Table value at: 0.05 level of confidence = 1.98

INTERPRETATION

The above result illustrates that the calculated t-value is 1.1426 with 158 degree of freedom, which is not significant at 0.05 level of significance. Therefore the null hypothesis which stated that "There is no significant difference between teachers' attitude towards NISHTHA training programme on the basis of locality of the school" is accepted.

It means that there is no significant difference in the mean scores of teachers' on Teachers' Attitude towards NISHTHA Scale. The result also shows that the mean of rural teachers' is higher than the mean of urban teachers' but this difference is not significant.

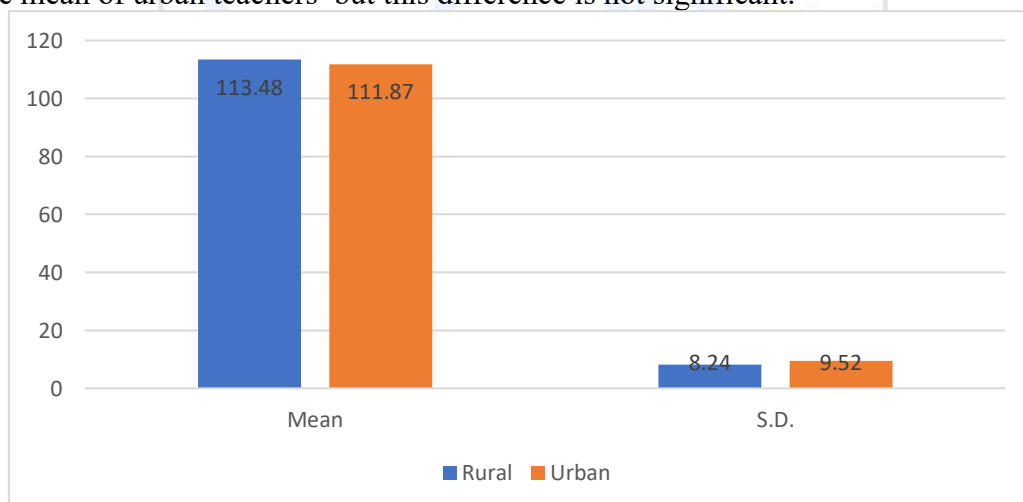


Figure 2: Comparison of Mean and S.D. of teachers' attitude towards NISHTHA training programme on the basis of locality of the school

FINDINGS OF THE STUDY

1. The findings revealed that the primary teachers shows positive attitude towards NISHTHA training programme

2. There is no significant difference between teachers' attitude towards NISHTHA training programme on the basis of gender. This is because both the groups have same type of attitude towards NISHTHA training programme.
3. There is no significant difference between teachers' attitude towards NISHTHA training programme on the basis of locality of the school. This is because both the groups have same type of attitude towards NISHTHA training programme.

EDUCATIONAL IMPLICATIONS OF THE STUDY

1. The study recommends that attending in-service programmes be made compulsory, especially in the areas of methods of teaching. On an average a teacher should be expected to attend at least one in-service programme on methods of teaching every year.
2. The study also revealed that teachers are open to new innovations in learning approaches. Teachers and those working in rural areas are highly benefited by the in-service programmes. Therefore, the nature of in-service programmes should also change according to the modern trends. The study recommends that the latest innovations in education should find a prominent place in in-service programmes.
3. The study reveals that teachers attending in-service training programmes with follow-up activities show a better performance in teaching. So, the agencies should organise in-service programmes with follow-up activities. Government and other agencies should provide more facilities to the organisers to carry out enough follow-up activities.
4. The study expressed a positive opinion about teachers' efficiency in teaching as a result of their attending in-service training programmes. Their achievement also show a marked improvement, the heads of institutes also opined that in-service training programmes are contribute to better teaching-learning environment. Therefore the need for in-service training programmes must be emphasised and practiced in both letter and spirit.

CONCLUSION

Teachers are the foundational resource of education, directly impacting student outcomes through the dissemination of knowledge and values. To maintain high educational standards, institutions must mandate annual in-service training focused on advanced teaching methodologies, which directly enhances classroom management and student performance. Furthermore, incorporating continuous follow-up exercises significantly boosts teacher effectiveness, requiring governments and external agencies to provide organizers with adequate facilities for these operations. Ultimately, because teacher quality dictates institutional success, these training programs must be aggressively prioritized and implemented in both letter and spirit to optimize the overall learning environment.

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